**K-5 Math Lesson Plan**

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| **Teacher: Beyrer** | | | **Grade: 5th** | | | **Date(s)**: Aug. 2012 |
| **Unit Title:** Unit 1- Understand the Decimal Place Value System | | | | **Corresponding Unit Task:** Summer Olympics | | |
| **Essential Question(s):** How do I read, write, and use decimals to the thousandths using base ten, expanded form and number names. | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Decimal cards** | | **Student:**  **Pencils, base ten blocks, math journals** | | | **Thousands, hundreds, ones, tenths, hundredths, thousandths, standard form (base-ten numerals), expanded form, word form (number name) , flat, long rod, cube, large cube (thousandth cube)** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  √ 1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  √ 3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  √ 5. Use appropriate tools strategically.  √ 6. Attend to precision.  √ 7. Look for and make use of structure.  √ 8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:** 5.NBT.3a  *Read and write decimal numbers to thousandths using base-ten, number name, expanded form.* | | | | | |
| **I Can Statement(s):** I can read, write and use decimals to the thousandths using base-ten numerals, I can read, write and use decimals to the thousandths using number names, I can read, write and use decimals to the thousandths using expanded form. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Think, Pair, Share with the decimal cards (task 3) plus additional cards with number names and extended form. The students need to find the corresponding number name card and extended form card. They will then record the pairings in their journal. | | | | | |
| **Teacher Directed:** On the board, overhead, or computer introduce the large cube as the whole. Flat as 1/10, rod as 1/100 and small cube (unit) as 1/1000. Model building numbers 1.244, .451, .035, .003 | | | | | |
| **Guided Practice:** Race to the board. The students are broken up in to teams. As the teacher calls out numbers. One student writes the number, one writes extended form one draws the picture. | | | | | |
| **Independent Practice:** Teacher will post numbers on the board and groups will work together to build the number with base-ten blocks, extended form, number name and drawing a picture. | | | | | |
| **Closing/Summarizing Strategy:** Table shares their answers with the class. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| * Students can include the use of fractions as they represent the various numbers. * Students may develop additional Decimal Distractors. * Students may develop decimal cards that go beyond thousandths to have others sort.   Students may develop decimal cards that have students sort numbers using tenths, hundredths, and thousandths rather than just thousandths. | | | * Reduce number of decimal cards students must sort. * Students highlight tenths, hundredths, and thousandths place with different color highlighters. * Break down the task so students first sort by tenths. Once sorted by tenths the student would then continue further sorting by the hundredths place and finally by thousandths. | | | * Abbreviated form of task provided after the original task if needed.   **Writing to Learn:** After key points in the unit (after each task?), have students write in a journal using the following sequence:   * *Record*: state what they have learned * *Compar*e: Students pair up and compare what they have written and clarify. * *Revise*: Based on the interaction, students create a more developed and polished version of their statements. * *Combine*: Students collaborate to mesh their summaries. * *Review*: Students use previous entries to prepare and guide them through subsequent tasks.   (Adapted from “Writing to Learn” by Robert Marzano in Educational Leadership, February 2012.) |
| **Assessment(s):**  Teacher review of the independent practice. | | | | | | |
| **Teacher Reflection:** (Next steps?)  Student understanding/misconceptions  Specific notes about students’ thinking  What do I need to reteach/review tomorrow or in the future? | | | | | | |